



St Peter's Catholic Primary School

Curriculum Map – Foundation 1

Spring 2019-2020

Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources with help • Enjoy responsibility of carrying out small tasks • Be confident to talk to other children when playing, and communicate freely about own home and community. • Begin to accept the needs of others and can take turns and share resources, sometimes with support from others • Adapt behaviour to different events, social situations and changes in routine. • Demonstrate friendly behaviour, initiating conversations and forming good relationships.
English	<ul style="list-style-type: none"> • Enjoy books (stories, rhymes, poems, nonfiction) • Listen to stories with increasing attention and recall. • Begin to be aware of the way stories are structured. • Show interest in illustrations and print in books and print in the environment. • Suggest how the story might end. • Sometimes give meaning to marks as they draw and paint. • Use letters within writing. • Hear and say the initial sound in words. • Begin to orally segment cvc words
Maths	<ul style="list-style-type: none"> • Use some number names accurately in play • Use some number names and number language spontaneously. • Recite numbers in order to 10. Count objects to 10, and begin to count beyond 10 • Sometimes match numeral and quantity correctly. • Know that numbers identify how many objects are in a set. • Begin to represent numbers using fingers, marks on paper or pictures. • Show an interest in shape and space by playing with shapes or making arrangements with objects. Show awareness of similarities of shapes in the environment. • Use positional language. • Begin to use mathematical names for 2D shapes.
Communication & Language	<ul style="list-style-type: none"> • Listen to others one to one or in small groups, when conversation interests them. • Listen to stories with increasing attention and recall. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Follow directions for a task. • Begin to understand 'why' and 'how' questions. • Understand prepositions. • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Use talk and story language in play
Physical Development	<ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways s, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Catch a large ball • Draw lines and circles using gross motor movements. • Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Hold pencil between thumb and two fingers, no longer using whole-hand grasp. • Understand that equipment and tools have to be used safely. • Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • Manage washing and drying hands
Understanding the World	<ul style="list-style-type: none"> • Talk about own families. Remembers and talks about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show an interest in different occupations and ways of life. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Know how to operate simple equipment.

Expressive Art & Design	<ul style="list-style-type: none"> • Imitate movement in response to music. • Tap out simple repeated rhythms. • Explore colour and how colours can be changed. • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Use various construction materials. • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Engage in imaginative role-play based on own first-hand experiences. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
R.E.	<ul style="list-style-type: none"> • Building on their knowledge of the Christmas Story and the Nativity, hear and learn about Lent and the Easter story. • Be able to talk and recall some elements of the Easter Story • Look at religious artefacts